



Leadership Styles of School Heads, Professional Performance of Teachers and Academic Performance of Pupils

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Abstract : This study examined the influence of school heads' leadership styles on teachers' professional performance and pupils' academic achievement in the Tinambac North District for the 2024–2025 school year. It identified the profiles of school heads and teachers, analyzed leadership styles, assessed teacher performance and pupil academic achievement, and explored their interrelationships. A descriptive associational-correlational research design was employed, utilizing questionnaires and evaluation checklists across nine schools. Results indicated that transformational and democratic leadership styles were most prevalent, positively impacting teacher motivation and collaboration. Authoritarian leadership, however, had a strong negative correlation with teacher performance ($r = -0.804$, $p = 0.009$). Pupils demonstrated satisfactory performance in Mathematics VI (GWA = 81.18), though teacher performance and student achievement showed weak correlations. Findings suggest the need for a structured intervention program focusing on leadership development, teacher training, and pupil-centered strategies to enhance educational

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I. INTRODUCTION

Educational leadership is recognized globally as a critical factor in improving teacher performance and pupil academic performance. Effective leadership fosters innovation, collaboration, and a positive school culture, while poor leadership can result in dissatisfaction, high turnover, and ineffective teaching practices. Across the world, challenges such as resource shortages, limited access to professional development, and heavy workloads for teachers hinder educational progress, particularly in underfunded and rural areas.

Aligned with the United Nations Sustainable Development Goal (SDG) 4, ensuring inclusive and equitable quality education, this study addresses the critical need for improved leadership, teacher performance, and pupil outcomes. It emphasized that:

“By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.”

This provision highlights the importance of strong leadership in the education sector to ensure that the teaching workforce is qualified, trained, and supported, especially in developing regions, where leadership in education plays a crucial role in improving the quality of teaching and learning outcomes. SDG 4 advocates for lifelong learning opportunities and equitable access to quality education, goals that require strong educational leadership to be realized. By focusing on leadership styles and their interconnected impact on teacher performance and pupil achievement, this research contributes to advancing these global objectives at a local level.

Leadership styles of school heads significantly influence the overall environment of the school and the performance of both teachers and pupils. School heads typically adopt one or a combination of leadership styles based on their personal strengths, school needs, and challenges faced by the community.

In the Philippines, these global challenges are further compounded by socio-economic and infrastructural issues. Rural districts like Tinambac North in Camarines Sur face significant hurdles, including limited resources, inadequate teacher training, and outdated educational materials. School heads, often functioning as teachers-in-charge, must juggle administrative and instructional responsibilities, which limits their capacity for effective leadership. These constraints directly affect teacher performance, as they lack the support and resources necessary for professional growth. Consequently, academic performance is also impacted, with lower academic performance often resulting from insufficient instructional quality and engagement.

In line with this, according to the Philippine Professional Standards for School Heads (PPSH) under DepEd Order No. 024, s. 2020, school heads play a crucial role in leading and managing schools effectively. The PPSH sets the competency standards required of school heads to ensure high-quality instruction, learner development, and overall school effectiveness and other purposes, emphasized that:

School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and “holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress.”

The function of the school head under the PPSH is to ensure the effective implementation of educational programs and policies that benefit pupils. School heads provide leadership, guidance, and support to create a conducive learning environment. They are responsible for overseeing the overall management of the school, promoting pupil welfare, and fostering a culture of academic excellence. Ultimately, the school head's role is to facilitate the holistic development and success of pupils within the framework of the PPSH. By promoting an environment conducive to teaching and learning, school leaders can optimize teachers' performance. Such a supportive climate ultimately enhances pupil outcomes, as well-supported and motivated teachers are more likely to deliver quality instruction, engage pupils meaningfully, and contribute to their holistic growth and success.

In addition, according to the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017, the competencies required of educators are designed to ensure high-quality teaching that meets national and global educational demands. The PPST outlines expectations for teacher performance across different career stages, focusing on lifelong learning, curriculum implementation, diversity-responsive teaching, and community engagement. The framework serves as a foundation for professional development, emphasizing the continuous improvement of teaching practices and ensuring equitable learning opportunities for all pupils and pointing up that:

Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.”

The PPST highlights the significance of leadership in schools, as administrators are tasked with fostering a supportive learning environment, encouraging innovation, and ensuring the effective implementation of policies. While the standards provide a structured guide for teacher growth, challenges such as resource inequalities, professional development gaps, and adapting to modern educational demands remain. Leadership in schools plays a crucial role in addressing these issues, ensuring that teachers receive the necessary support and training to enhance learning outcomes.

Professional performance of teachers is a key determinant of pupil academic success. Teachers who receive adequate training, mentoring, and support from school heads are more likely to implement effective teaching strategies, manage classrooms efficiently, and cater to diverse learner needs. Professional development initiatives, feedback mechanisms, and performance evaluations are essential in sustaining teacher effectiveness and ensuring continuous growth. Effective school leadership fosters a culture of accountability and innovation, encouraging teachers to engage in reflective practices and adopt evidence-based teaching methodologies.

Academic performance of pupils is influenced by multiple factors, including the quality of instruction, availability of learning resources, and school leadership effectiveness. When school heads adopt leadership styles that prioritize instructional support, teacher development, and learner-centered approaches, pupils are more likely to experience higher engagement, motivation, and academic achievement. A well-supported teaching workforce directly translates into improved learning experiences, ensuring that pupils receive high-quality education tailored to their needs.

This study investigated the leadership styles of school heads in the Tinambac North District and their influence on teacher performance and pupil academic outcomes. It aimed to balance these three interconnected variables by examining how effective leadership enhanced teacher performance, which in turn positively impacted academic performance. It also addressed the urgent need to overcome persistent challenges in rural schools, including resource limitations, inadequate teacher training, and the heavy workload on school heads who managed both administrative and instructional responsibilities. By identifying actionable solutions for improving leadership practices, supporting teacher development, and fostering an enriched learning environment, the research contributed to both local and national educational advancement.

I. RESEARCH METHODOLOGY

This study employed a descriptive associational-correlational research method. The descriptive method examined the profiles of school heads and teachers based on age, sex, highest educational attainment, and length of service. It also identified the leadership styles of school heads authoritarian, democratic, laissez-faire, transactional, and transformational and assessed teachers' professional performance across content knowledge and pedagogy, diversity of pupils, curriculum and planning, assessment and reporting, and professional development. Likewise, the same method was used to determine the pupils' academic performance through their General Weighted Average in Mathematics VI. The associational method determined significant associations between school heads' leadership styles and their profiles, as well as between teachers' professional performance and their profiles. The correlational method identified relationships between school heads' leadership styles and teachers' professional performance, and between teachers' performance and pupils' academic performance. The same also explored how leadership styles influence teachers' professional performance and, in turn, pupils' academic performance.

Table 1
Respondents of the Study

Schools	Respondents			
	School Heads	Teachers	Pupils	Total
A	1	1	18	20
B	1	1	15	17
C	1	1	22	24
D	1	1	23	25
E	1	1	6	8
F	1	1	18	20
G	1	1	33	35
H	1	1	20	22
I	1	1	2	4
Total	9	9	157	175

Table 1 showed the list of schools and the corresponding respondents for each cluster.

The data gathering tools used in this study included a survey questionnaire and documentary analysis. For more reliable and valid results, the study followed the different steps in the research process: conceptualization of the research problem, approval of the research title, securing permit to conduct the study, preparation of research instrument, validation of research instrument, dry-run of the research instrument, administration of the survey questionnaire, retrieval/ processing of data, analysis of the gathered data. the gathered data were tallied and organized for the table presentations and statistical computations. analysis, interpretations, and discussions of results were also prepared, writing of the research report, submission of the final copy. Several statistical tools were used to treat the data gathered; Frequency Count, Percentage Technique, Mean, Performance Level, Standard Deviation, Weighted Mean, Chi Square, Pearson Product- Moment Correlation of Coefficient, Coefficient of Determination.

IV. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected, aligned with the objectives of the study. The findings were discussed using relevant theories and frameworks to provide a comprehensive understanding of the relationship between school heads' leadership styles, teachers' professional performance, and pupils' academic performance. A Functional Intervention Program (FIP) was proposed based on the study's findings to address the identified gaps and enhance overall outcomes.

The answers to the specific questions of the study were analyzed, discussed, and interpreted. Data was presented in tables to comprehend the interpretation.

School Heads' and Teachers' Profile

The profile of school heads and teachers plays a crucial role in understanding the dynamics of educational leadership and teaching effectiveness within the school system. By considering these factors it contributes to a more comprehensive understanding of how leadership, teaching practices, and school environment intersect to impact the overall educational experience.

Table 2 presented the profile of the respondents according to their age, sex, educational attainment, and length of service in the school.

Table 2
Profile of the School Heads and Teachers
in Tinambac North District

Profile		Teachers		School Heads	
		f	%	f	%
Age	21-30	2	22.2	1	11.1
	31-40	5	55.6	3	33.3
	41-50	1	11.1	5	55.6
	51-60	1	11.1	-	-
Total		9	100	9	100
Sex	Male	4	44.4	5	55.6
	Female	5	55.6	4	44.4
Total		9	100.1	9	100
Educational Attainment	Bachelor's Degree	2	22.2	-	-
	Master's Degree with Units	4	44.4	6	66.7
	Master's degree	3	33.3	3	33.3
	Doctoral degree	-	-	-	-

Total		9	99.9	9	100
Length of Service	0-5	2	22.2	3	33.3
	6 -10	5	55.6	4	44.4
	11 – 15	1	11.1	2	22.2
	21 and above	1	11.1	-	-
Total		9	100	9	99.9

In terms of age, more than half of the teachers (55.6%) are aged 31-40, indicating that most teachers are relatively young and early in their careers. More than one fourth or 22.2% are in the 21-30 age range, while only 11.1% are in the 41-50 and 51-60 age groups, suggesting fewer teachers in older age brackets, while the School Heads are older, with the majority (55.6%) aged 41-50, reflecting more experience. A notable portion (33.3%) are aged 31-40, while only 11.1% are in the 21-30 range. None of the school heads are over 50 years old. This suggests that teachers are generally younger and less experienced, while school heads are older and more experienced, reflecting career progression from teaching to leadership.

As to sex, data revealed that the sex distribution among teachers is slightly skewed towards females, with 55.6% being female and 44.4% male. The trend is reversed for school heads, with more males (55.6%) than females (44.4%). This indicates a near balance in gender distribution among teachers and school heads, with a slight male majority in leadership roles.

Regarding educational attainment, most teachers (44.4%) have completed some units toward a master's degree, while 33.3% have already earned a full master's degree. Only 22.2% hold a bachelor's degree, and none have a doctoral degree. A higher educational qualification is seen among school heads, with 66.7% having a master's degree with units and 33.3% holding a full master's degree. No school heads have just a bachelor's degree, nor do any hold a doctoral degree. This suggests that both teachers and school heads are pursuing higher education, but school heads generally have higher educational qualifications. Both groups are well-qualified, with many pursuing or having completed master's degrees, which is essential for educational leadership.

In terms of length of service, a large portion of teachers (55.6%) have 6-10 years of service, indicating a workforce that has been teaching for a moderate length of time. 22.2% have 0-5 years of experience, showing the presence of newer teachers, while only 11.1% have served for more than 15 years. On the other hand, school heads have more varied experience, with the largest group (44.4%) having served for 6-10 years. 33.3% of school heads are relatively new, with 0-5 years of service, while 22.2% have served for 11-15 years. This implies that both groups have a solid range of experience, though school heads, as expected, tend to have longer tenures than teachers.

Holzberger et al. (2019) emphasized that pupils taught by teachers with a high-quality teaching profile achieve significantly higher academic gains compared to those taught by teachers with medium-quality profiles. This finding highlights the crucial role of teaching excellence in enhancing pupil performance. Similarly, the leadership profile of school heads significantly impacts teachers' professional performance. Teachers tend to perform better and achieve greater success when guided by leaders with a high-quality leadership profile. This underscores the importance of effective leadership in creating an environment that supports professional growth and fosters improved academic outcomes for pupils.

Furthermore, the realization that years of service and educational attainment have an impact on teachers' trust in school administrators emphasizes the value of experience and skill in fostering a positive relationship. The discovery highlights the importance of continuous professional growth for school administrators to augment their expertise and abilities, ultimately cultivating a sense of confidence and cooperation among educators. It also emphasizes the importance of tenure in leadership positions, enabling school administrators to build reputation and a history of wise choices over time.

This result is connected to Raven's Power and Influence Leadership Theory highlights the effective use of legitimate power, reward, expert, and referent to guide and motivate individuals. This theory aligns with the study's findings, as school heads with higher qualifications and experience utilize their leadership influence to foster a supportive and growth-oriented environment for teachers.

Leadership Styles

This section discussed the status of school heads along leadership styles particularly, authoritarian; democratic; laissez-faire; transactional; and transformational. These various leadership styles adopted by school heads play a significant role in shaping the school environment and influencing teacher performance and pupil academic performance.

Authoritarian. This variable refers to a leadership style characterized by strict control, centralized decision-making, and limited input from subordinates. School heads who exhibit authoritarian leadership tend to make unilateral decisions and expect teachers to follow their directives without much room for consultation or collaboration.

Based on the data presented in Table 3A, the responses from the participants reveal a strong consensus among the respondents, with most indicators being rated as strongly agree. Among these, the indicator related to monitoring teachers' performance received the highest rating, with a weighted mean (WM) of 3.56, indicating that this practice is highly prioritized by school heads. This result suggests that school heads consider monitoring teachers as an essential aspect of their role, reflecting their commitment to ensuring that teaching practices are aligned with the school's standards and expectations.

Table 3a
Status of School Heads' Leadership Styles along Authoritarian

Indicators	WM	Interpretation	Rank
Monitors teachers to ensure that they are performing correctly.	3.56	SA	1
Give orders and clarify procedures.	3.33	SA	2.5
Guides teachers to what to be done and how it should be done.	3.33	SA	2.5
Seeks input rarely from teachers when making important decisions.	3.22	A	4
Gives rewards and punishments to teachers to motivate them and meet organizational objectives.	2.78	A	5
Average Weighted Mean	3.24	A	

Legend:

Range Interpretation

3.26-4.00	Strongly Agree (SA)
2.51-3.25	Agree (A)
1.76-2.50	Disagree (D)
1.00-1.75	Strongly Disagree (SD)

The two indicators, giving orders and clarifying procedures and guiding teachers on what needs to be done and how it should be done were both rated as SA by school heads, with a WM of 3.33. These indicators share the second highest rank, indicating that they are viewed as highly significant in the leadership practices of school heads. The ratings reflect that school heads place a strong emphasis on providing clear and direct instructions to teachers, ensuring that their roles and responsibilities are well-defined.

The fourth indicator, seeking input rarely from teachers in decision-making, was rated as SA by the respondents, with a WM of 3.22. This rating suggests that school heads are perceived as leaders who infrequently involve teachers in the decision-making process, particularly for important matters. The relatively high rating highlights the centralized nature of decision-making within an authoritarian leadership style, where school heads tend to make decisions independently, without actively seeking input from their staff.

Lastly, the use of rewards and punishments to motivate teachers was rated as agree by the school heads, with a WM of 2.78. This indicator received the lowest score, suggesting that while school heads do use rewards and punishments to some extent, it is not as prominent a feature of their leadership style compared to other aspects like monitoring and giving orders. The lower rating indicates that motivation through incentives or consequences is a less central component of their authoritarian style, with a greater emphasis placed on direct control and supervision.

Overall, the collective rating for authoritarian leadership style was 3.24, which was interpreted as SA. This score reflects that school heads predominantly adopt authoritarian leadership practices, with a strong focus on controlling teacher activities through monitoring, providing direct instructions, and making decisions with limited teacher involvement. The SA interpretation highlights the prevalence of this leadership style in the district, indicating a preference for a structured, top-down approach to leadership.

This aligns with Liu's (2020) findings on the structured nature of authoritarian leadership, where clear guidance enhances performance at the expense of teacher autonomy. Meanwhile, Raven's Power and Influence Theory supports this approach, emphasizing legitimate power to achieve compliance, which aligns with the patterns observed in the district. In terms of pupil learning results, an authoritarian leadership style may emphasize standardized testing and strict curriculum adherence, potentially leading to improved short-term academic achievement. However, it may overlook the development of critical thinking abilities and comprehensive educational techniques.

Democratic. This variable refers to a leadership style where decision-making is shared among leaders and their subordinates. School heads who adopt a democratic leadership style encourage input, collaboration, and participation from teachers and staff.

Based on Table 3B, all indicators were rated as strongly agree by the respondents. Specifically, the indicator "believing that teamwork works best when everyone is involved in decision-making" received the highest rating, with a WM of 3.89. This suggests that school heads strongly value collaborative decision-making. By involving everyone in decisions, school heads create an inclusive environment where teachers feel valued and empowered. This rating underscores the importance of teamwork within this leadership style. The results can be seen in Table 3B.

In addition, the indicator making sure that everyone knows what's always going on was rated as SA by the respondents, with a WM of 3.78. School heads prioritize transparent communication by keeping all staff informed about ongoing developments. This approach promotes clarity and trust within the school, ensuring that all members are aware of key issues, changes, and objectives. The high score reflects a strong commitment to openness and accountability.

Table 3b
Status of School Heads' Leadership Styles Along Democratic

Indicators	WM	Interpretation	Rank
Believe team work best when everyone is involved in making decisions.	3.89	SA	1
Make sure that everyone knows what's always going on.	3.78	SA	2
Ask what others think before making decisions.	3.67	SA	3
Creates an open environment where all teachers feel comfortable sharing their opinions.	3.56	SA	4
Allows teachers to take the initiative and make decisions within their own areas of responsibility.	3.22	A	5
Average Weighted Mean	3.62	SA	

The third indicator, asking what others think before making decisions, was rated as SA by the school heads, with a WM of 3.67. This indicates that school heads are willing to seek input from others before making decisions, reflecting a participative leadership approach. By valuing teachers' perspectives and considering their insights into the decision-making process, school heads foster a sense of belonging among staff. This approach not only strengthens team cohesion but also creates an environment where teachers feel their opinions are respected and integral to shaping decisions.

Creating an open environment where all teachers feel comfortable sharing their opinions is one of the indicators that the respondent rated as SA with WM = 3.56. School heads work to establish an environment of open communication, where teachers feel comfortable expressing their views. The relatively high weighted means demonstrates that school heads encourage a culture of openness, supporting teacher engagement and fostering collaboration.

Ultimately, allowing teachers to take initiative and make decisions within their own areas of responsibility were rated by the school heads as A with WM = 3.22. This suggests that school heads give teachers autonomy in their areas of responsibility, allowing them to make decisions without micromanagement. While this indicator ranks the lowest among the others, it still receives a strongly agree rating, suggesting that democratic leadership is practiced but perhaps with some limits on the degree of autonomy given.

The overall score with an average WM of 3.62 indicates a strong agreement with the principles of democratic leadership among school heads. This reflects a leadership style that emphasizes teamwork, transparency, and teacher participation in decision-making, creating a more inclusive and collaborative school environment.

Alamin (2017) said that the school heads mainly execute the democratic leadership approach to facilitate learning processes in the school. However, this style becomes varied under different circumstances. Nevertheless, this democratic leadership style was seen as effective in creating a positive learning environment within the school. The same with Oyugi's (2019) study supports this, highlighting the role of democratic leadership in enhancing teacher satisfaction and performance. This data also resonates with Bandura's Self-Efficacy Theory, which emphasizes the importance of empowering teachers to boost their confidence and effectiveness.

Table 3c
Status of School Heads' Leadership Styles along Laissez-Faire

Indicators	WM	Interpretation	Rank
Intervenes in the day-to-day operations of teachers and staff rarely.	3.11	A	1
Limits involvement in setting detailed objectives with the teachers.	2.89	A	2.5
Expect teachers to solve problems on their own and seek help only if absolutely needed.	2.89	A	2.5
Finds that teachers prefer little input from their leader.	2.67	A	4
Believe that a hands-off approach is the best way to manage the school.	2.33	D	5
Average Weighted Mean	2.78	A	

Laissez-Faire. It refers to a leadership style where leaders take a hands-off approach, providing minimal guidance and allowing teachers or staff to make decisions independently. A laissez-faire school head would delegate most responsibilities to teachers, expecting them to manage their own tasks, solve problems, and make decisions with little oversight.

Table 3c presents the data on the laissez-faire leadership style adopted by school heads in the Tinambac North District. It can be seen on the table that the indicator limited intervention in daily operations was rated as A by the school heads, with a WM of 3.11. This is the highest-ranked indicator, suggesting that school heads tend to adopt a hands-off approach in the daily management of teachers and staff. While occasional intervention may occur, school heads generally allow teachers freedom to

manage their work without constant oversight. This approach aligns with the core principle of laissez-faire leadership, where leaders avoid micromanagement and expect subordinates to handle their responsibilities independently.

One of the indicators, teachers prefer little input from their leader, was rated as A by the school heads, with a WM of 2.67. This suggests that school heads believe teachers prefer minimal input from their leaders, and teachers in this environment may appreciate the autonomy granted by the laissez-faire leadership style. However, this could also imply a disconnect between leadership and staff, as leaders may assume teachers do not need or want their involvement, potentially overlooking opportunities for collaboration and support.

Another indicator, hands-off approach to school management, was rated as D with a WM of 2.33. This is the lowest-ranked indicator, suggesting that while some laissez-faire practices are present, school heads do not fully agree with a completely hands-off approach to managing the school. This indicates that although school heads allow teachers some autonomy, they still recognize the importance of involvement and oversight to ensure the smooth running of school operations.

The overall AWM for this leadership style is 2.78, which falls within the A category. This suggests that laissez-faire leadership is not the predominant style among school heads in Tinambac North District. While elements of this leadership style, such as limited involvement in daily operations and encouraging teachers to solve problems independently, are present, school heads do not fully embrace a laissez-faire approach.

The study of Lorena and Hariasih (2019) concluded that the laissez-faire leadership style, work discipline, and communication significantly influence employee performance both individually and collectively. Which is being agreed by Khan and Saleem (2021) underscores that adopting laissez-faire leadership practices may empower faculty members, aligning with their cognitive styles to enhance their performance effectively. Bandura's Self-Efficacy Theory further supports this approach, as teacher autonomy fosters confidence and decision-making skills, which are critical for professional growth.

Laissez-faire leadership in schools can have both advantages and disadvantages. While it empowers individuals and develops independence, both teachers and pupils must exercise self-discipline and accountability. Without sufficient direction and monitoring, there is a risk of anarchy and inefficiency. As a result, it is critical for school leaders to achieve a balance between autonomy and assistance, maximizing the benefits of laissez-faire leadership while reducing possible negatives.

Transactional. This variable refers to a leadership style that focuses on structured tasks, clear objectives, and the use of rewards and consequences to manage and motivate subordinates. Leaders using this approach emphasize the transactional relationship between themselves and their staff, where expectations are clearly communicated, and compliance is rewarded.

Table 3d presents the data on the transactional leadership style among school heads in the Tinambac North District. Most of the results rated strongly agree. Specifically, the indicator which is taking immediate action to solve problems when they arise received the highest WM as 3.56 which is

Table 3d
Status of School Heads' Leadership Styles Along Transactional

Indicators	WM	Interpretation	Rank
Take immediate action to solve problems when they arise.	3.56	SA	1.5
Ensures that all teachers and staff strictly follow school policies and procedures.	3.56	SA	1.5
Set specific targets and outcomes to achieve by the teachers and staff.	3.33	SA	3
Uses incentives to motivate teachers to perform well.	3.22	A	4
Expect teachers to take responsibility for their performance and enforce consequences when they do not.	3.11	A	5
Average Weighted Mean	3.36	SA	

rated as SA. This indicates that school heads are proactive problem-solvers, responding quickly when issues arise and suggests that school heads under the transactional style prioritize maintaining order and efficiency by addressing challenges promptly.

On the other hand, ensuring strict adherence to policies and procedures also got the highest ranked indicator rated as strongly agree with a weighted mean of 3.56. This shows that school heads emphasize compliance and adherence to established rules and guidelines.

In transactional leadership, following set procedures is critical, and school heads ensure that teachers operate within the framework of the school's policies. Setting specific targets and outcomes with a WM of 3.33, the third-ranked indicator rated as SA, suggests that school heads use goal setting as a core strategy to ensure accountability and measure progress.

This approach helps provide teachers with a clear understanding of what is expected, but it may emphasize performance over creativity and innovation. Furthermore, using incentives to motivate performance with the WM of 3.22 rated as A by the respondents. This indicator shows that school heads employ reward systems to encourage better performance. This indicates that incentives are an important tool for school heads, though not as strongly emphasized as immediate problem-solving or policy adherence.

Aside from these, holding teachers accountable and enforcing consequences as one of the indicators rated as agree with WM = 3.11. This shows that school heads expect teachers to be accountable for their actions, but it is not as strongly emphasized as other transactional practices. In transactional leadership, enforcing consequences for underperformance is essential for maintaining discipline and ensuring that teachers meet the set targets. As the lowest ranked, this might indicate that school heads focus more on incentives than on punitive measures. The overall AWM for transactional leadership is 3.36, which is interpreted as SA. This suggests that transactional leadership practices are prevalent among school heads in Tinambac North District, with a strong emphasis on setting goals, ensuring compliance, and using rewards to motivate performance.

Nazim (2016) pointed out that the main goal of transactional leadership is to make the employees work to get good compensation. Transactional leaders enhance the motivation of the workers by giving contingent rewards. If the work is not done properly, there can be negative consequences too. A transactional leader establishes goals and communicates the relationship

between performance and rewards to staff. Employees understand what they need to accomplish to obtain rewards. Subordinates receive feedback on their progress toward or away from rewards.

Transformational. This variable refers to a leadership style that focuses on inspiring, motivating, and developing staff to achieve their full potential while also fostering innovation and a shared vision. Transformational leaders prioritize relationships, professional growth, and the empowerment of their team members, aiming to bring about positive change within the organization.

Table 3e presents the data on the transformational leadership style among school heads in the Tinambac North District. Transformational leaders aim to engage teachers on a deeper level by creating a shared vision and encouraging them to take ownership of their responsibilities. The table shows the results.

Listening to teachers' concerns and needs were interpreted SA with the WM of 7.78. This one of the highest-ranked indicators, reflects the emphasis that school heads place on listening to and addressing the individual concerns of their teachers. This suggests that school heads are highly attuned to their teachers' emotional and professional needs, which is a core element of transformational leadership. Additionally, trusting teachers to take ownership were interpreted as strongly agree and were also top-ranked indicator with the same weighted mean of 3.78. This reflects the transformational leader's practice of empowering teachers, giving them the autonomy to manage their own

Table 3e
Status of School Heads' Leadership Styles Along Transformational

Indicators	WM	Interpretation	Rank
Listen to each teacher concerns and needs.	3.78	SA	2
Trust teachers to take ownership of their work and responsibilities.	3.78	SA	2
Prioritize the professional growth and development of teachers.	3.78	SA	2
Clearly articulate a vision that inspires and motivates others.	3.67	SA	4
Challenge teachers and staff to think creatively and explore new ideas.	3.56	SA	5
Average Weighted Mean	3.71	SA	

work. Teachers who are trusted to take initiative often feel more motivated and engaged, which can lead to higher job satisfaction and better performance. Indicator three, which is prioritizing professional growth and development, marks as SA highlighting WM of 3.78 which also ranked as equally high. Transformational leaders focus on the long-term development of their teachers, ensuring that professional growth is a priority. By investing in their teachers' skills and knowledge, school heads help to create a dynamic learning environment that fosters continuous improvement.

On the other hand, the indicator which is articulating a vision that inspires, with a WM of 3.67 and interpreted as SA suggests that school heads work to communicate a compelling vision for the future of the school. By inspiring and motivating teachers with a shared vision, transformational leaders help to align staff efforts toward common goals.

The lowest-ranked indicator, challenge teachers and staff to think creatively and explore new ideas with the weighted mean of 3.56 and rating of SA, reflects the transformational leader's role in encouraging innovation and pushing teachers to think outside the box. Although ranked slightly lower than the other indicators, it still falls under SA, suggesting that school heads do support creativity and innovation among their staff. However, the lower score may indicate that, while creativity is encouraged, it may not be as strongly emphasized as the more relational aspects of leadership, such as listening to concerns or building trust.

The overall AWM for transformational leadership is 3.71, which is interpreted as SA. This suggests that transformational leadership practices are highly prevalent among school heads in the district. School heads focus on listening to their teachers, trusting them to take ownership, prioritizing professional development, and articulating a motivating vision for the school.

Mangulabnan, et al. (2021) highlights the prevalence of transformational leadership styles among school heads in Central Luzon, Philippines, indicating a strong inclination towards inspirational motivation. The findings suggest that school heads frequently practice idealized behavior and individualized consideration, demonstrating their commitment to fostering a supportive school environment. Additionally, Sitisyarah and Aisyah (2019) suggest that both transformational leadership and active participation in professional groups significantly contributes to enhancing the performance of mathematics teachers.

Table 3f
Summary of School Heads' Leadership Styles

Aspects	AWM	Interpretation	Rank
Transformational	3.71	SA	1
Democratic	3.62	SA	2
Transactional	3.36	SA	3
Authoritarian	3.24	A	4
Laissez Fair	2.78	A	5
Overall-Average Weighted Mean	3.34	SA	

Table 3f summarizes the overall results of the various leadership styles adopted by school heads in the Tinambac North District, based on AWM for five leadership styles: transformational, democratic, transactional, authoritarian, and laissez-faire. Each style is evaluated based on its prevalence and effectiveness, with interpretations of either SA or A.

Transformational leadership ranks first with a WM of 3.71 and an interpretation of SA. This indicates that transformational leadership practices are the most prominent among school heads. The emphasis on transformational leadership suggests that school heads are focused on long-term development and creating a supportive, innovative school culture. Followed by democratic leadership that ranks second with a WM of 3.62, also interpreted as SA. This shows that school heads value collaboration and teacher participation in decision-making processes. The high score for democratic leadership reflects the importance of involving teachers in decisions and fostering a collaborative school climate.

Next would be the transactional leadership that ranks third with a weighted mean of 3.36 which is interpreted as strongly agree, indicating that while school heads also engage in transactional practices, such as setting clear goals and using rewards to motivate performance, these practices are less prominent than transformational and democratic leadership. Transactional leadership is useful for maintaining order and ensuring that tasks are completed according to set standards. However, it may not foster the same level of innovation or long-term teacher development as transformational or democratic leadership.

Authoritarian leadership ranks fourth with a WM of 3.24, still interpreted as A, though less strongly than other styles. This suggests that while school heads occasionally use an authoritarian approach focused on control, direct supervision, and top-down decision-making it is not the dominant leadership style.

Lastly, laissez-faire leadership ranks lowest with a WM of 2.78, interpreted as A. This indicates that school heads generally avoid a hands-off approach and prefer to be more involved in the management of the school. The lower score for laissez-faire leadership suggests that school heads recognize the limitations of this approach in a school setting, where guidance, structure, and support are often necessary for teacher success.

The overall AWM of 3.34, interpreted as SA, suggests that, in general, school heads in the Tinambac North District adopt leadership practices that are actively engaged, supportive, and structured. While there is some variation in the use of different leadership styles, the data indicates a strong preference for transformational and democratic approaches, which are associated with more positive outcomes for teachers and pupils.

The study of Khan (2016) concludes that both transformational and transactional leadership styles highlight the importance of leadership in fostering emotional strength, commitment, and effective working relationships among employees, which in turn leads to better performance. Ultimately, the findings suggest that effective leadership is crucial for enhancing employee performance and achieving organizational goals, as it directly influences various performance-related factors.

According to the studies of Rani and Prasad (2017) understanding and adopting effective leadership styles can contribute to improving teacher effectiveness, which is essential for both pupil success and institutional reputation. Which is being seconded by Ayoko (2023), that there is a strong correlation between the leadership styles of school administrators and the performance levels of teachers, suggesting that effective leadership directly impacts teacher effectiveness.

Additionally, Raven's Power and Influence Theory as cited by Mulholland (2019) states that effective leaders use various types of power to guide others. For instance, transformational and democratic leaders often use referent power, which relies on mutual respect and motivation. These leadership styles were linked to positive teacher performance because these leaders motivated and supported their teachers, making them more engaged and productive. By contrast, authoritarian leadership (which relies on coercive power or control) was linked to lower morale, suggesting it may limit teachers' willingness to innovate and perform well.

Teachers' Professional Performance

This section discussed the status of teachers along professional performance particularly, content knowledge and pedagogy; diversity of pupils; curriculum and planning; assessment and reporting; professional development.

Content Knowledge and Pedagogy. This variable refers to the combination of a teacher's deep understanding of the subject matter they are teaching (content knowledge) and their ability to effectively deliver that content through instructional strategies (pedagogy). This variable measures how well teachers grasp the curriculum, use appropriate teaching methods, and adapt instruction to meet the needs of diverse pupils.

Table 4a evaluates the performance of teachers in terms of content knowledge and pedagogy, focusing on their ability to teach effectively, understanding the curriculum, and adapting instruction to meet diverse pupil needs. The table provides average weighted means (AWM) for each indicator, with interpretations ranging from Very Highly Performed (VHP) to Fairly Performed (FP), based on the teachers' self-assessment of their performance. The highest-ranked indicator, using formative assessments to guide instructional decisions and provide targeted support with AWM = 3.67 and interpreted as VHP performed, shows that teachers strongly prioritize formative assessments in their instructional practices. The emphasis on formative assessments suggests that

Table 4a
Level of Teachers' Professional Performance along
Content Knowledge & Pedagogy

Indicators	AWM	Interpretation	Rank
Uses formative assessments to guide instructional decisions and provide targeted support.	3.67	VHP	1
Feels confident in understanding the curriculum when teaching.	3.44	VHP	2
Prepares the resources needed to adapt the content for pupils with diverse learning needs.	3.33	VHP	3.5
Feels confident in own ability to engage pupils using different teaching methods.	3.33	VHP	3.5
Ables to effectively cover the key concepts and skills within the time available.	3.11	HP	5
Average Weighted Mean	3.38	VHP	

Legend:

Range	Interpretation
3.26-4.00	Very Highly Performed (VHP)
2.51-3.25	Highly Performed (HP)
1.76-2.50	Moderately Performed (MP)
1.00-1.75	Fairly Performed (FP)

teachers are adept at using data to inform their instruction, ensuring that pupils receive tailored support based on their individual needs. Teachers in this district likely monitor pupil progress closely and adjust their teaching to ensure that all pupils reach their learning goals.

Next indicator feeling confident in understanding the curriculum when teaching (AWM = 3.44) ranks second as interpreted as very highly performed, indicating that teachers feel confident in their grasp of the curriculum and their ability to teach it effectively. This suggests that teachers have a solid understanding of the subjects they teach, which enables them to deliver content that aligns with educational standards and objectives. This also ensures that they can cover the required content efficiently, helping pupils to meet learning expectations.

Adapting content for diverse pupils and confidence in engaging pupils with different teaching methods, ranked 3.5 and interpreted as very highly performed. Both indicators, with an A WM of 3.33, reflect that teachers feel strongly confident in their ability to adapt content to meet the needs of diverse pupils and engage pupils using different teaching methods. This suggests that teachers are skilled in differentiating instruction and using a variety of pedagogical strategies to ensure that pupils with varying abilities and backgrounds can access the curriculum and participate actively in the learning process.

The lowest-ranked indicator, able to effectively cover the key concepts and skills within the time available (AWM = 3.11), falls under the highly performed category. This suggests that while teachers are generally able to cover the essential content, they may face challenges related to time management. Teachers may feel that they are sometimes unable to cover all the necessary material within the time constraints of the school year.

The overall average weighted mean of 3.38 suggests that teachers are highly confident in their content knowledge and pedagogical practices. The Very Highly Performed interpretation across most indicators indicates that teachers feel well-prepared to deliver the curriculum, use formative assessments, and adapt instruction to meet the needs of diverse pupils.

Nielsen (2017) emphasized the interconnected nature of content knowledge and pedagogical knowledge in informing teaching expertise. Teachers who possess a deep understanding of the content they teach are better equipped to employ effective pedagogical strategies. This also aligns with Ahmed and Shogbesan (2023), who emphasized that mastery of content knowledge directly correlates with pupil engagement and academic performance. These findings also support Bandura's Self-Efficacy Theory, as teachers' confidence in their content knowledge positively influences classroom management and learning outcomes.

Diversity of Pupils. This variable refers to the wide range of differences among pupils in terms of their backgrounds, abilities, learning styles, and needs. The variable assesses how well teachers address and manage these differences to create inclusive, equitable, and effective learning environments.

Table 4b evaluates teachers' professional performance in managing the diversity of pupils, focusing on their ability to create inclusive classrooms, incorporate diverse perspectives, and differentiate instruction to meet the needs of all pupils. The table provides average weighted means (AWM) for various indicators, all interpreted as Very Highly Performed (VHP), which reflects teachers' confidence in fostering inclusive, culturally responsive, and adaptable teaching practices.

The second-ranked indicator, creating an inclusive classroom environment where all pupils feel valued and respected (AWM = 3.67) rated by the teachers as very highly performed reflects that teachers are highly committed to fostering inclusivity in their classrooms. This result shows that teachers understand the

Table 4b
Level of Teachers' Professional Performance along Diversity of Pupils

Indicators	AMW	Interpretation	Rank
Encourages collaborative learning where pupils from diverse backgrounds can share perspectives.	3.78	VHP	1
Creates an inclusive classroom environment for all pupils who feel valued and respected.	3.67	VHP	2
Ensures flexibility in the approach of teaching so that all pupils can access the curriculum.	3.44	VHP	3.5
Incorporate pupils' cultural backgrounds into teaching practices.	3.44	VHP	3.5
Differentiate regularly the instruction to meet the diverse learning needs of pupils.	3.22	HP	5
Over-All Average Weighted Mean	3.51	VHP	

importance of creating a safe and supportive learning environment where pupils can thrive and encourage pupils to participate fully in the learning process.

Two indicators are tied with an AWM of 3.44, ensuring flexibility in the approach of teaching so that all pupils can access the curriculum and incorporating pupils' cultural backgrounds into teaching practices which are interpreted as very highly performed. These scores indicate that teachers are strongly confident in their ability to adjust their teaching methods and incorporate pupils' cultural backgrounds into their lessons. By incorporating culturally responsive teaching practices, teachers acknowledge and value the diverse cultural identities of their pupils, which improves engagement and makes learning more relevant to their lives. The lowest-ranked indicator, differentiating regularly the instruction to meet the diverse learning needs of pupils with AWM = 3.22 and still falls under the strongly agree category, indicating that teachers frequently differentiate instruction to meet the varying needs of their pupils. Teachers' strong agreement with this practice shows their dedication to providing personalized learning experiences. Differentiation helps ensure that all pupils, regardless of their abilities, can access the curriculum and succeed academically.

The overall average weighted mean of 3.51 indicates that teachers feel highly confident in their ability to address diversity in the classroom. The Strongly Agree interpretation across all indicators reflects that teachers are committed to fostering inclusive learning environments, adapting instruction to meet the needs of diverse pupils, and incorporating pupils' cultural backgrounds into their teaching. As said by Lubrica, et. al. (2017) teachers in the Philippines show competency but lack in observing pupils' preferred teaching practices, impacting pupil outcomes in diversified classrooms, as highlighted in the study.

The results of this study imply that although Filipino educators are competent in their fields, it may be difficult for them to modify their pedagogical approaches to accommodate the wide range of requirements and preferences of their pupils. To better meet the unique learning styles and demands of each pupil, it is crucial to incorporate pupil-centered techniques into education. This lack of alignment with pupils' preferred teaching practices may have a detrimental impact on pupil outcomes. This also aligns with Katz (2015) advocacy for the Universal Design for Learning, which emphasizes inclusivity and tailored instructional strategies. Such practices are critical in fostering equity and engagement, as highlighted in the Philippine Professional Standards for Teachers.

Curriculum & Planning. This variable refers to the processes and strategies teachers use to design, organize, and implement instructional content and activities in alignment with educational goals and standards. This variable assesses how well teachers plan lessons, structure learning experiences, and use available resources to ensure that pupils meet learning objectives.

Table 4c evaluates teachers' professional performance related to curriculum and planning, focusing on their ability to design lessons, access resources, and use the curriculum effectively to enhance pupil learning. The table provides AWM for each indicator, with interpretations ranging VHP to HP, reflecting the teachers' self-assessment of their performance in planning and implementing the curriculum.

The highest-ranked indicator, access to sufficient resources to support lesson planning (AWM = 3.44) interpreted as VHP, suggests that teachers strongly agree that they have adequate resources to design effective lessons. Resources can include textbooks, digital tools, teaching aids, and supplementary materials that help teachers create engaging and meaningful learning experiences for their pupils. When teachers have access to a variety of materials, they can better address diverse learning needs and create more engaging and dynamic lessons.

The indicator uses effectively the curriculum to create lessons that captivate pupils' interests (AWM = 3.22) ranks second as rated by the respondents as very highly performed, showing that teachers are confident in

Table 4c
Level of Teachers' Professional Performance along
Curriculum & Planning

Indicators	AMW	Interpretation	Rank
Access to sufficient resources to support lesson planning.	3.44	VHP	1
Uses effectively the curriculum to create lessons that captivate pupils' interests.	3.22	HP	2
Feels confident in designing assessments that align with the curriculum objectives.	3.11	HP	4
Regularly reflect on lesson plans and adjust based on pupil performance and feedback.	3.11	HP	4
Collaborate with colleagues on curriculum and lesson planning.	3.11	HP	4
Over-All Average Weighted Mean	3.20	HP	

their ability to design lessons that engage pupils while adhering to the curriculum. This suggests that teachers can make the curriculum relevant and interesting for pupils, helping to improve their attention and participation in the learning process. Three indicators share an AWM of 3.11, interpreted as HP: confidence in designing assessments that align with curriculum objectives, regular reflection on lesson plans and adjusting based on pupil performance and feedback, and collaborating with colleagues on curriculum and lesson planning. These results suggest that while teachers feel reasonably confident in these areas, there is room for improvement. These areas indicate that they recognize the importance of assessment, reflection, and collaboration, but may need additional support or resources to strengthen these practices.

The overall average weighted mean of 3.20, interpreted as HP, suggests that while teachers are generally confident in their curriculum and planning practices, there is room for growth, particularly in areas like assessment design, reflective practice, and collaboration with colleagues. Teachers feel they have access to resources and can use the curriculum effectively, but further development in the finer aspects of planning and evaluation may enhance their performance.

Hattie (2015) highlighted the importance of aligning curriculum with clear learning goals. Effective curriculum planning involves clearly defining what pupils should know and be able to do and designing learning experiences that support the attainment of these goals. Hence, educators should ensure that curriculum is closely matched with distinct and transparent learning objectives. This alignment promotes concentration, coherence, and relevance in teaching and learning activities.

Assessment and Reporting. This variable refers to the processes and practices that teachers use to evaluate pupil learning and communicate the results to pupils, parents, and other stakeholders. This variable assesses how effectively teachers design and administer assessments, analyze the data from these assessments, and report pupil progress in a clear and meaningful way.

Table 4d evaluates teachers' professional performance in assessment and reporting, focusing on how they use assessments to monitor pupil progress, provide feedback, and communicate results to pupils and parents. The table presents AWM for various indicators, all interpreted as VHP, reflecting the

Table 4d
Level of Teachers' Professional Performance along Assessment and Reporting

Indicators	AWM	Interpretation	Rank
Uses formative assessment regularly to monitor and support pupil progress.	3.56	VHP	1.5
Communicates effectively with parents regarding their child's progress and areas for improvement.	3.56	VHP	1.5
Ensures that reports accurately reflect pupil performance and progress.	3.44	VHP	3
Uses variety of assessment methods to evaluate pupil learning.	3.33	VHP	4.5
Provides timely feedback to pupils based on assessments.	3.33	VHP	4.5

Over-All Average Weighted Mean	3.44	VHP	
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teachers' confidence in their assessment and reporting practices.

Two indicators share the top rank, each with an AWM of 3.56, use formative assessment regularly to monitor and support pupil progress and communicate effectively with parents regarding their child's progress and areas for improvement were both interpreted as SA. These scores indicate that teachers are highly committed to formative assessment, ongoing checks for understanding and to maintaining strong communication with parents. Additionally, effective communication with parents fosters a collaborative approach to education, ensuring that parents are involved in their child's learning journey and can take corrective actions when necessary.

The indicator ensuring that reports accurately reflect pupil performance and progress (AWM = 3.44) as interpreted as VHP, shows that teachers are confident in their ability to generate accurate reports that reflect pupils' true performance. Accurate reporting is essential for providing a clear picture of pupil progress to both pupils and their parents, and it helps guide instructional decisions. By ensuring accuracy, teachers build trust in the assessment process and ensure that pupils and parents have the information they need to address any learning gaps.

Another two indicators, both with an AWM of 3.33, are tied for fourth place with the interpretation of VHP using a variety of assessment methods to evaluate pupil learning and providing timely feedback to pupils based on assessments. These scores indicate that teachers recognize the importance of using multiple assessment methods to capture a comprehensive view of learning. Additionally, the timely provision of feedback allows pupils to understand their performance and make improvements in a timely manner. The overall average WM of 3.44 indicates that teachers feel strongly confident in their assessment and reporting practices. The VHP interpretation across all indicators reflects that teachers are highly effective in monitoring pupil progress, communicating with parents, and providing accurate, timely feedback to pupils.

Nipales (2022) stated that assessment and reporting of the academic performance of the pupils are critical components of the teaching and learning process. Thus, the quality of assessment strategies or techniques used and employed by the teacher in the instruction has an impact on the learning acquisition and outcome of the pupils. Additionally, the study of Brown et. al (2018) indicates that effective reporting can enhance the quality of feedback teachers provide to pupils. This, in turn, can lead to better academic performance, as teachers are better informed about what their pupils need to learn next.

Professional Development. This variable refers to continuous learning opportunities that enhance educators' skills and effectiveness in teaching.

Table 4e evaluates teachers' professional performance in relation to professional development, focusing on how actively teachers engage in professional development (PD) opportunities and how effectively they apply what they learn to improve their teaching practices and pupil outcomes. The table provides (AMW) for various indicators, most of which are interpreted as very highly performed (VHP), reflecting teachers' confidence in the impact of professional development on their practices. The highest-ranked indicator actively participates and collaborates during professional development (AMW = 3.67) with interpretation of VHP, indicates that teachers the highest-ranked indicator, actively participates and collaborates during professional development (AMW = 3.67) with interpretation of VHP indicates that teachers engage fully and work collaboratively during PD sessions. This suggests a high level of commitment among teachers to improving their skills and learning from colleagues during these opportunities. Two indicators, both with an AWM of 3.44, share the second rank with interpretation of VHP feeling more confident in teaching practices because of professional development and noticing improvements in pupil engagement and achievement due to professional development. These results show that teachers believe PD has a positive impact on both their teaching

Table 4e
Level of Teachers' Professional Performance along
Professional Development

Indicators	AMW	Interpretation	Rank
Actively participate and collaborate during professional development.	3.67	VHP	1
Feels more confident in teaching practices because of professional development.	3.44	VHP	2.5
Notice improvements in pupil engagement and achievement due to professional development.	3.44	VHP	2.5
Integrates easily the knowledge gained from professional development into the teaching and learning process.	3.33	VHP	4
Receives adequate support and resources to implement new strategies learned in professional development.	3.00	HP	5
Over-All Average Weighted Mean	3.38	VHP	

practices and pupil engagement. Professional development boosts teachers' confidence, providing them with the skills and strategies they need to engage pupils more effectively and improve academic performance.

The indicator integrating easily the knowledge gained from professional development into the teaching and learning process (AMW = 3.33) is interpreted as VHP, reflecting teachers' confidence in applying what they learn from PD to their everyday teaching. This score suggests that teachers can effectively implement new strategies and ideas from PD sessions into their

classrooms. The lowest-ranked indicator, receiving adequate support and resources to implement new strategies learned in professional development with AMW = 3.00, received a highly performed rating. This suggests that while teachers generally feel supported, there may be some limitations in the availability of resources or follow-up support after PD sessions.

The overall AWM of 3.38, interpreted as VHP, indicates that teachers are highly engaged in professional development and find it beneficial for improving their teaching practices and pupil outcomes. However, there is room for improvement in the level of support and resources provided to teachers as they implement new strategies learned from Osei-Owusu (2022) concluded that professional development leads to improvements in the academic performance of pupils through improvements in teachers' professional knowledge and other characteristics of teachers. He also recommends that teachers should be encouraged to engage in diverse professional development activities that respond to the inadequacies in their professional competencies.

The data presented in Table 4f outlines the self-assessment of teachers' professional performance across five key dimensions: diversity of pupils, assessment and reporting, content knowledge and pedagogy, professional development, and curriculum and planning. Each dimension is measured on an average weighted mean (AWM) scale, revealing educators' perceptions of their competencies in these critical areas. The highest score with a WM of 3.51 rated by the respondents as VHP in the diversity of pupils category indicates that teachers feel exceptionally confident in their ability to address the diverse needs of their pupils. This suggests a strong alignment with inclusive teaching practices and an effective response to the varied backgrounds and learning styles present in today's classrooms.

Table 4f
Summary of Teachers' Professional Performance

Aspects of TPP	AWM	Interpretation	Rank
Diversity of Pupils	3.51	VHP	1
Assessment and Reporting	3.44	VHP	2
Content Knowledge and Pedagogy	3.38	VHP	3.5
Professional Development	3.38	VHP	3.5
Curriculum and Planning	3.20	HP	5
Over-Average Weighted Mean	3.38	VHP	

Legend:

Range	Interpretation
3.26-4.00	Very Highly Performed (VHP)
2.51-3.25	Highly Performed (HP)
1.76-2.50	Moderately Performed (MP)
1.00-1.75	Fairly Performed (FP)

The emphasis on diversity may reflect targeted professional development efforts aimed at equipping educators with the skills necessary to foster an inclusive learning environment. This competency is essential not only for enhancing pupil engagement but also for promoting equity in educational outcomes. Given the increasing diversity in many educational settings, this strong self-assessment highlights a crucial strength among educators, suggesting that they are well-prepared to manage diverse classrooms. Assessment and Reporting with an average weighted mean of 3.44, ranks second as interpreted as very highly performed, indicating that teachers feel proficient in evaluating pupil progress and effectively communicating assessment results. This skill is critical for informing

instruction and providing timely feedback to pupils, which is essential for fostering a growth mindset. The strong score suggests that educators are likely utilizing a variety of assessment methods, including formative and summative assessments, to gauge pupil understanding. This proficiency in assessment practices is vital for data-driven decision-making and can significantly impact pupils' academic performance by allowing educators to tailor their instructional approaches based on pupils' needs.

On the other hand, both content knowledge and pedagogy and professional development received a score of 3.38, ranking them equally in third place were also interpreted as VHP. This score reflects a solid level of confidence among educators regarding their understanding of subject matter and effective teaching methods. However, it also suggests that there is room for improvement. Continuous professional development in current pedagogical strategies and content updates is necessary, particularly in fast-evolving disciplines such as technology and science. The alignment of these scores indicates that while educators possess foundational knowledge, there may be a need for more specialized training to deepen their expertise and enhance instructional effectiveness.

The lowest score with an AWM of 3.20 in curriculum and planning with rating VHP, signifies that teachers feel less confident in their curriculum design and planning abilities. This finding is particularly concerning, as effective curriculum planning is essential for creating coherent and engaging learning experiences. The lower confidence may indicate a lack of adequate training or resources in this area, suggesting a critical need for professional development initiatives focused specifically on curriculum design. Addressing this gap could empower educators to develop more effective, pupil-centered curricula that meet educational standards and respond to the diverse needs of their pupils.

The overall AWM of 3.38, as rated as VHP, suggests a generally positive perception of teachers' professional performance. While this average indicates strengths in several areas, the data also highlights specific domains that require targeted attention. The relatively close scores across dimensions suggest that while teachers are confident in their abilities, there are consistent areas for potential enhancement, particularly in curriculum planning and specialized content knowledge. According to Khomariyah (2023) teachers who have good performance or professional abilities are expected to give good results in learning activities and have a

positive effect on pupil achievement. In addition, Pido, et al. (2023) concluded that teacher performance has a significant positive effect on pupil academic performance. This indicates that as teacher performance improves, pupil academic performance also tends to improve, highlighting the importance of effective teaching practices in education.

Moreover, Bandura's Self-Efficacy Theory (as cited by Barni, 2019) suggests that teachers with high self-efficacy manage classrooms more effectively, adopt new techniques, and show resilience in facing challenges, which positively impacts student achievement and engagement. Conversely, low self-efficacy can lead to increased stress and reluctance to try new methods. Professional development programs focused on skill-building, mentorship, and constructive feedback are vital for boosting teachers' self-efficacy. Improving teachers' self-efficacy is crucial not only for their professional growth but also for enhancing student outcomes. The results may indicate the need to adjust educational strategies and instructional practices, particularly in providing additional resources or modifying teaching methods to help students meet higher performance standards.

Pupils' Academic Performance.

This section discussed the academic performance of Grade 6 pupils in Mathematics VI in Tinambac North District, as the result of their first periodical grade.

Academic Performance. This variable refers to the measurable results of pupils' educational experiences. These outcomes indicate the knowledge, skills, attitudes, and competencies that pupils acquire through instruction and learning activities.

Table 5 presented data on the academic performance of pupils, specifically focusing on the First Grading General Weighted Average (GWA) in Mathematics VI, which has a mean score of 81.18. This score falls within the satisfactory range with a range of 80-84. The mean value indicates that, on average, pupils are meeting the expected academic performance for this grading period.

The interpretation of a satisfactory outcome indicates that while pupils are achieving acceptable learning levels, there is room for improvement. This suggests that educational strategies may need to be evaluated and adjusted to enhance academic performance further. The SD of 2.01 suggests a relatively low spread of scores around the mean, indicating that most pupils' performance in Mathematics VI is clustered closely around the average score of 81.18. This implies a consistent performance level among students, though some variation

Table 5
Level of Pupils' Academic performance

	Mean	SD	Interpretation
First Grading GWA	81.18	2.01	Satisfactory

Legend:

Range	Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

exists. The small dispersion may indicate that while most students achieve satisfactory grades, targeted interventions could still benefit those slightly below or above the means to push their performance towards higher achievement levels. In terms of instructional practices, the results highlight areas where teachers can focus their efforts, particularly in adapting teaching methods or providing additional resources to support pupils who may be struggling to meet higher performance standards. Additionally, the data encourages ongoing professional development for teachers to refine their instructional techniques and to better engage pupils in their learning.

Santiago (2019) explored the impact of intrinsic motivation on students' academic outcomes, finding that pupils who are internally motivated tend to engage more deeply in challenging subjects, such as mathematics, which ultimately improves their GWA and math scores. This aligns with Rahmah (2023), who highlighted the role of teacher-driven interventions in enhancing mathematical proficiency. Both studies underscore the importance of motivation, suggesting that motivated students are not only more likely to perform well academically but are also more inclined to seek out additional learning opportunities beyond the classroom, further boosting their overall academic performance.

The findings in Table 5 align with Self-Determination Theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in academic performance. The satisfactory level of student performance suggests that while students have foundational competence, they require additional support to excel. To enhance their sense of competence, providing constructive feedback and setting achievable challenges is essential. Moreover, introducing autonomy-supportive practices, such as involving students in goal setting, can increase intrinsic motivation. Building strong teacher-student relationships can further enhance relatedness and engagement. These strategies, grounded in SDT, can improve academic performance and create a more supportive learning environment. Overall, the findings highlight the importance of continuous assessment and targeted interventions to help all students reach their full potential.

Significant Association between School Heads' Leadership Styles and their Profile; and Teachers' Professional Performance and their Profile

The test on significant association between School heads' Leadership Styles and their Profile; and teachers' professional performance and their profile is presented in table 6.

Data revealed that age, sex, educational attainment and length of service signified no correlation on leadership styles based on the computed chi square value of 12.00, 4.28, 1.50 and 7.50 and p values of 0.06, 0.23, 0.68 and 0.28 respectively.

Similarly, no significant association was also noted on the age, sex, educational attainment and length of service on the teachers performance based

Table 6
Test on Significant Association between School heads' Leadership Styles and their Profile; and teachers' professional performance and their profile

	Profile	Chi-square Value	p-values	Interpretation
Leadership Styles	Age	12.00	0.06	NS
	Sex	4.28	0.23	NS
	Educational Attainment	1.50	0.68	NS
	Length of Service	7.50	0.28	NS
Teacher Performance	Age	14.85	0.46	NS
	Sex	9.00	0.11	NS
	Educational Attainment	12.00	0.29	NS
	Length of Service	18.45	0.24	NS

on the computed chi-squared values from 9.00 to 18.45 and p-values ranging from 0.11-0.46 less than 0.05 level of significance. This implies that there is no significant association between the school heads' leadership styles and their profile variables such as age, sex, educational attainment, and length of service. The computed chi-square values and p-values for each variable ($p > 0.05$) indicate that these demographic factors do not influence the leadership styles adopted by school heads. Similarly, there is also no significant association between teachers' professional performance and their profile variables like age, sex, educational attainment, and length of service. The chi-squared tests show no significant relationship, meaning that teachers' demographic factors do not have a measurable impact on their professional performance.

In essence, the study suggests that personal and professional demographics of school heads and teachers do not significantly associate leadership styles or teaching performance, implying that factors external to these profiles may be more influential in shaping leadership behavior and teacher effectiveness.

Raven's Power and Influence Theory (as cited by Mulholland, 2019) focuses on the sources of power that leaders draw upon, such as legitimate, expert, referent, reward, and coercive power. According to this theory, a leader's style is shaped by their ability to influence others, which is not necessarily dependent on demographic factors. This theory supports the finding that school heads' leadership styles are not significantly influenced by age, sex, educational attainment, or length of service. It suggests that school heads may employ various forms of power and influence that transcend personal demographic characteristics, focusing more on situational factors and leadership competencies that adapt to the needs of their staff and school environment.

The findings regarding the lack of significant association between leadership styles, teaching performance, and demographic variables such as age, sex, educational attainment, and length of service is supported by Raven's Power and Influence Theory (as cited by Mulholland, 2019) focuses on the sources of power that leaders draw upon, such as legitimate, expert, referent, reward, and coercive power. According to this theory, a leader's style is shaped by their ability to influence others, which is not necessarily dependent on demographic factors. This theory supports the finding that school heads' leadership styles are not significantly influenced by age, sex, educational attainment, or length of service. It suggests that school heads may employ various forms of power and influence that transcend personal demographic characteristics, focusing more on situational factors and leadership competencies that adapt to the needs of their staff and school environment.

Moreover, Bandura's Self-Efficacy Theory (as cited by Barni, 2019) emphasizes the role of individuals' belief in their own ability to achieve goals and perform tasks. In the context of teachers' professional performance, Bandura's theory suggests that teachers who believe in their own capabilities are more likely to demonstrate higher performance, regardless of demographic variables. The lack of significant association between teachers' demographic factors and their performance could indicate that self-efficacy plays a more critical role in influencing their professional effectiveness. Teachers who feel confident in their teaching abilities may still perform well regardless of their age, gender, educational background, or years of service.

Moreover, Self-Determination Theory by Deci and Ryan (2017) posits that motivation, particularly intrinsic motivation, is associated by the satisfaction of three psychological needs: autonomy, competence, and relatedness. According to this theory, leadership styles and teaching performance are influenced by how well these needs are met, rather than demographic factors. The findings of the study, which show no significant impact of demographic factors on performance, align with the idea that intrinsic motivation and the work environment may have a greater influence on both school heads' leadership behavior and teachers' professional performance than personal or demographic attributes. If teachers and school leaders experience autonomy, competence, and relatedness in their roles, their motivation and performance may not be significantly influenced by their age, sex, or other demographic factors.

Significant Relationship between School Heads' Leadership Styles and Teachers' Professional Performance

Pearson Product-Moment Correlation Coefficient was used to determine the relationship between variables. The correlations between school heads' leadership styles and teachers' professional performance are shown in Table 7a presents the Test on Significant Relationship between School Heads' Leadership Styles and Teachers' Professional Performance. Data revealed the influence of various leadership styles on teacher performance in different areas, including content knowledge and pedagogy, diversity of learners, curriculum and planning, assessment, and professional development. Among the leadership styles analyzed, Authoritarian leadership exhibited a strong negative correlation with Professional Development ($r = -0.804$, $p = 0.009$), indicating

a significant detrimental effect in this area. However, other areas under authoritarian leadership, such as content knowledge, diversity, and curriculum planning, showed no significant correlations, with p-values greater than 0.05.

Democratic leadership displayed weak negative correlations across all areas, including content knowledge, diversity, and curriculum planning, though none of these relationships were statistically significant. Similarly, laissez-faire leadership demonstrated weak positive correlations with Diversity of Learners ($r = 0.439$, $p = 0.237$), but this too was not significant. Transactional leadership

Table 7a
Test on Significant Relationship between School Heads' Leadership Styles and Teachers' Professional Performance

Leadership Styles	Teacher Performance	r-value	Int	p-value	Int.
Authoritarian	Content Knowledge and Pedagogy	0.375	LPC	0.320	NS
	Diversity of Learners	-0.227	LNC	0.557	NS
	Curriculum and Planning	-0.258	LNC	0.502	NS
	Assessment and Reporting	0.042	VLPC	0.914	NS
	Professional Development	-0.804	VHNC	0.009	S
Democratic	Content Knowledge and Pedagogy	-0.224	LNC	0.562	NS
	Diversity of Learners	-0.328	LNC	0.388	NS
	Curriculum and Planning	-0.378	LNC	0.316	NS
	Assessment and Reporting	0.332	LPC	0.383	NS
	Professional Development	-0.202	LNC	0.603	NS
Laissez Faire	Content Knowledge and Pedagogy	0.293	LPC	0.444	NS
	Diversity of Learners	0.439	MPC	0.237	NS
	Curriculum and Planning	0.000	NC	1.000	NS
	Assessment and Reporting	0.038	VLPC	0.922	NS
	Professional Development	-0.202	LNC	0.602	NS
Transactional	Content Knowledge and Pedagogy	0.079	VLPC	0.840	NS
	Diversity of Learners	-0.300	LNC	0.433	NS
	Curriculum and Planning	-0.168	VLNC	0.666	NS
	Assessment and Reporting	0.146	VLPC	0.709	NS
	Professional Development	-0.598	MNC	0.089	NS
Transformational	Content Knowledge and Pedagogy	-0.233	LNC	0.546	NS
	Diversity of Learners	-0.351	LNC	0.355	NS
	Curriculum and Planning	-0.539	MNC	0.134	NS
	Assessment and Reporting	-0.043	VLNC	0.912	NS
	Professional Development	-0.471	MNC	0.201	NS

Legend:

p-value > 0.05 Not Significant (NS)

p-value < 0.05 Significant (S)

$0.80 \leq r \leq 1.0$ Very High Positive Correlation (VHPC)/
Very High Negative Correlation (VHNC)

$0.60 \leq r \leq 0.79$ High Positive Correlation (HPC)/
High Negative Correlation (HNC)

$0.40 \leq r \leq 0.59$ Moderate Positive Correlation (MPC)/
Moderate Negative Correlation (MNC)

$0.20 \leq r \leq 0.39$ Low Positive Correlation (LPC)/
Low Negative Correlation (LNC)

$0 \leq r \leq 0.19$ Very Low Positive Correlation (VLPC)/
Very Low Negative Correlation (VLNC)

0 No correlation

and transformational leadership also showed weak negative correlations in various areas, with no significant relationships to teacher performance overall. These suggest that leadership alone does not strongly determine teacher effectiveness. Surprisingly, transformational leadership, often linked to teacher motivation (Khan, 2016 and Estacio, 2022), shows a moderate negative correlation with curriculum and planning ($r = -0.539$, $p = 0.134$) and professional development ($r = -0.471$, $p = 0.201$), contradicting studies that highlight its positive effects. This result is well-supported by Bandura's Self-Efficacy Theory (as cited by Barni, 2019), which emphasizes that teachers' belief in their own abilities, or self-efficacy, thrives in environments that promote autonomy and decision-making. According to Bandura, when teachers feel they have control over their actions and decisions, their sense of efficacy is boosted, leading to greater motivation and professional growth.

The findings from the study align with this theory, as authoritarian leadership, which restricts teacher autonomy, negatively impacts teachers' self-efficacy and their ability to grow professionally. Additionally, Raven's Power and Influence Theory (as cited by Mulholland, 2019) sheds light on the dynamics of leadership styles, particularly in terms of power and influence. Authoritarian leadership, which heavily relies on coercive power (such as control and punishment), restricts teachers' ability to make decisions, thus stifling their professional development. Raven's theory suggests that leadership styles that limit autonomy reduce the influence of positive motivation and initiative, which are critical for teacher development. The negative

correlation observed with authoritarian leadership supports this perspective, showing that coercive, controlling leadership significantly hinders teachers' ability to grow professionally.

Significant Relationships between Teachers' Professional Performance and Pupils Academic Performance

Table 7b highlights insignificant correlations between teachers' professional performance and pupils' academic achievement ($p > 0.05$), reinforcing that strong teaching practices alone do not guarantee improved pupil success. The highest negative correlation is found between curriculum and planning and academic performance ($r = -0.604, p = 0.085$), suggesting that structured lesson planning does not directly translate to better pupil outcomes due to potential implementation gaps. Other weak negative correlations include content knowledge and pedagogy ($r = -0.050, p = 0.899$), diversity of learners ($r = -0.321, p = 0.399$), assessment and reporting ($r = -0.092, p = 0.814$), and professional development ($r = -0.331, p = 0.384$), all of which are statistically non-significant.

Nielsen (2017) and Ahmed & Shogbesan (2023), argue that strong teacher content knowledge enhances pupil learning, suggesting instead that systemic interventions beyond teacher effectiveness are necessary for improving academic performance. The negative impact of authoritarian leadership on professional development aligns with studies by Liu (2020) and Chukurwa (2017), who found that authoritarianism in education reduces job satisfaction and increases stress.

Meanwhile, Pido et al. (2023) and Omotuyole (2020) highlight that teacher characteristics, attitudes, and methodologies significantly influence pupils'

Table 7b
Test on Significant Relationships between Teachers' Professional Performance and Pupils Academic Performance

Teachers Professional Performance	Pupils Academic Performance	r-value	Int.	p-value	Int.
Content Knowledge and Pedagogy		-0.050	VLNC	0.899	NS
Diversity of Learners		-0.321	LNC	0.399	NS
Curriculum and Planning		-0.604	HNC	0.085	NS
Assessment and Reporting		-0.092	VLNC	0.814	NS
Professional Development		-0.331	LNC	0.384	NS

Legend:

p-value > 0.05 Not Significant (NS)
p-value < 0.05 Significant (S)

- 0.80 ≤ r ≤ 1.0 Very High Positive Correlation (VHPC)/
Very High Negative Correlation (VHNC)
- 0.60 ≤ r ≤ 0.79 High Positive Correlation (HPC)/
High Negative Correlation (HNC)
- 0.40 ≤ r ≤ 0.59 Moderate Positive Correlation (MPC)/
Moderate Negative Correlation (MNC)
- 0.20 ≤ r ≤ 0.39 Low Positive Correlation (LPC)/
Low Negative Correlation (LNC)
- 0 ≤ r ≤ 0.19 Very Low Positive Correlation (VLPC)/
Very Low Negative Correlation (VLNC)
- 0 No correlation

academic performance, reinforcing the need for professional development and teacher support rather than solely focusing on leadership styles. Ultimately, these findings emphasize the need for a holistic educational approach, integrating leadership improvements, teacher training, and pupil-centered interventions to enhance learning outcomes.

Additionally, The results is also supported by Bandura's Self-Efficacy Theory (as cited by Barni, 2019). The findings suggested that teachers' professional performance, including curriculum planning, content knowledge, and professional development, does not significantly correlate with pupils' academic achievement. This reinforces the idea that teacher performance alone does not guarantee improved pupil academic performance.

Further, it also conformed to Bandura's Self-Efficacy Theory that individuals' beliefs in their own abilities to accomplish tasks whether teachers or students play a crucial role in determining their performance. While teachers' self-efficacy influences their teaching methods, it is the pupils' self-efficacy and motivation that ultimately impact their academic success. The lack of significant correlation between teacher performance and pupil academic performance in this study may indicate that students' belief in their own ability to succeed fueled by factors such as parental support, socioeconomic conditions, and external resources—has a more direct influence on their academic achievement than teacher competence alone.

Bandura's theory suggests that pupils who are motivated and have a strong belief in their ability to succeed are more likely to engage in productive behaviors and academic efforts, regardless of the teaching practices in place. Thus, while teacher quality is important, the pupils' self-efficacy and external support systems

Table 8a
Influence of School Head Leadership Styles on Teachers' Professional Performance

Leadership Styles	Teacher Performance	r-values	r ² -value	Int.
Authoritarian	Content Knowledge and Pedagogy	0.38	0.14	Very Weak
	Diversity of Pupils	-0.23	0.05	Very Weak
	Curriculum and Planning	-0.26	0.07	Very Weak
	Assessment and Reporting	0.04	0.00	Very Weak
	Professional Development	-0.80	0.65	Very Weak
Democratic	Content Knowledge and Pedagogy	-0.22	0.05	Very Weak
	Diversity of Pupils	-0.33	0.11	Very Weak
	Curriculum and Planning	-0.38	0.14	Very Weak
	Assessment and Reporting	0.33	0.11	Very Weak
	Professional Development	-0.20	0.04	Very Weak
Laissez Faire	Content Knowledge and Pedagogy	0.29	0.09	Very Weak
	Diversity of Pupils	0.44	0.19	Very Weak
	Curriculum and Planning	0.00	0.00	Very Weak
	Assessment and Reporting	0.04	0.00	Very Weak
	Professional Development	-0.20	0.04	Very Weak
Transactional	Content Knowledge and Pedagogy	0.08	0.01	Very Weak
	Diversity of Pupils	-0.30	0.09	Very Weak
	Curriculum and Planning	-0.17	0.03	Very Weak
	Assessment and Reporting	0.15	0.02	Very Weak
	Professional Development	-0.60	0.36	Very Weak
Transformational	Content Knowledge and Pedagogy	-0.23	0.05	Very Weak
	Diversity of Pupils	-0.35	0.12	Very Weak
	Curriculum and Planning	-0.54	0.29	Very Weak
	Assessment and Reporting	-0.04	0.00	Very Weak
	Professional Development	-0.47	0.22	Very Weak

Legend;

Range r ² -value	Interpretation
0.80-1.00	Very Strong
0.60-0.799	Strong
0.40 – 0.599	Medium
0.20-0.399	Weak
0.00-0.199	Very Weak

seem to be more directly linked to academic performance, as highlighted by the results of the study. These findings suggest that pupil achievement is shaped more by socioeconomic conditions, parental support, and external resources rather than teacher competence alone. This also supports Self-Determination Theory (Deci & Ryan, 2017), which emphasizes that pupil motivation is a stronger predictor of academic success than teacher performance.

Extent Of Influence of School Head Leadership Style on Teachers' Professional Performance

Coefficient of determination was used to determine influence between variables. The correlations between the school heads' leadership styles and teachers' professional performance were shown in Table 8a. In this section, it outlines the extent to which various school leadership styles (authoritarian, democratic, laissez- faire, transactional, and transformational) influence teacher performance across five dimensions: content knowledge and pedagogy, diversity of pupils, curriculum and planning, assessment and reporting, and professional development. The table presents r-values (correlation coefficients) and r²-values (coefficients of determination) for each leadership style's influence on these performance areas, alongside an interpretation of these values.

In Table 8a, authoritarian leadership exhibits a strong negative influence on professional development ($r = -0.80$, $r^2 = 0.65$), reinforcing that a strict, control- driven approach negatively affects teachers' ability to grow professionally. Democratic leadership has a very weak negative influence on curriculum and planning ($r = -0.38$, $r^2 = 0.14$), while laissez-faire leadership positively influences diversity of pupils ($r = 0.44$, $r^2 = 0.19$), though insignificantly. Transactional leadership, which relies on reward-based motivation, has a very weak impact on curriculum and planning ($r = -0.17$, $r^2 = 0.03$). Transformational leadership, typically expected to enhance teacher motivation, negatively correlates with curriculum and planning ($r = -0.54$, $r^2 = 0.29$) and professional development ($r = -0.47$, $r^2 = 0.22$), challenging studies that emphasize its benefits. The strong negative impact of authoritarian leadership aligns with Liu (2020) and Chukurwa (2017), who found that excessive control reduces job satisfaction and increases stress in educational environments.

Meanwhile, the unexpected negative correlation of transformational leadership with teacher performance contradicts Banayo (2023) and Garcia (2023), who emphasized that transformational leadership enhances motivation and performance when aligned with proper institutional support. These results suggest that teacher performance is shaped more by external institutional factors such as policies, support structures, and available resources rather than leadership styles alone. Raven's Power and Influence Theory (Mulholland, 2019) explains that coercive power (authoritarian leadership) negatively affects teacher motivation, while referent power (transformational leadership) is ineffective if not supported by strong instructional policies.

Table 8b highlights weak or very weak influences between teachers' professional performance and pupils' academic achievement ($p > 0.05$), reinforcing that effective teaching alone does not necessarily translate to improved pupil performance.

The strongest negative correlation is in curriculum and planning and academic performance ($r = -0.60$, $r^2 = 0.36$), indicating that while structured lesson planning is important, its direct effect on learning

Table 8b
Influence of Teachers' Professional Performance On Pupils Academic Performance

Pupils Academic performance	Teachers Professional Performance	r-value	r ² -value	Int.
		Content Knowledge and Pedagogy	-0.05	0.00
	Diversity of Pupils	-0.32	0.10	Very Weak
	Curriculum and Planning	-0.60	0.36	Weak
	Assessment and Reporting	-0.09	0.01	Very Weak
	Professional Development	-0.33	0.11	Very Weak

Legend;

Range	r ² -value	Interpretation
0.80-1.00		Very Strong
0.60-0.799		Strong
0.40 – 0.599		Medium
0.20-0.399		Weak
0.00-0.199		Very Weak

outcomes may be limited due to implementation challenges. Other weak negative correlations include content knowledge and pedagogy ($r = -0.05$, $r^2 = 0.00$), diversity of pupils ($r = -0.32$, $r^2 = 0.10$), assessment and reporting ($r = -0.09$, $r^2 = 0.01$), and professional development ($r = -0.33$, $r^2 = 0.11$), all of which show statistically insignificant influences on academic performance.

These findings suggest that pupil achievement is shaped more by external factors such as socioeconomic conditions, pupil motivation, and school resources rather than teacher performance alone. This supports Self-Determination Theory (Deci & Ryan, 2017), which asserts that pupil motivation is a stronger predictor

of academic success than teacher competence alone. Additionally, these findings contradict Dianga et al. (2020) and Gepila (2020), who argue that strong teacher content knowledge enhances pupil learning, indicating instead that systemic interventions beyond teacher effectiveness are needed for improving academic outcomes. The weak correlation between professional development and academic performance aligns with Pido et al. (2023) and Omotuyole (2020), who emphasize that teacher training alone is insufficient unless accompanied by structured application strategies. These results highlight the need for a comprehensive educational approach, integrating leadership adjustments, teacher development, and pupil-centered interventions to enhance academic success.

FUNCTIONAL INTERVENTION PROGRAM FOR SCHOOL HEADS: IMPROVING LEADERSHIP TO ENHANCE TEACHERS' PROFESSIONAL PERFORMANCE AND PUPILS' ACADEMIC PERFORMANCE

I. Objectives

This intervention strategies seek to:

1. To enhance school heads' competence in leadership and pedagogy.
(Ensure that 90% of school heads demonstrate improved skills in supporting teachers' content knowledge, pedagogy, and curriculum planning, as measured by pre- and post-training assessments by the end of the program.)
2. To improve teachers' professional performance through leadership support.
(Enable school heads to implement at least three evidence-based strategies for evaluating and enhancing teacher performance, resulting in measurable improvements in teachers' professional performance within six months.)
3. To improve pupils' academic performance through data-driven leadership.
(Train school heads to use pupil performance data, including General Weighted Averages in Mathematics VI, to create targeted action plans, achieving a 10% increase in pupil academic performance by the end of the school year.)

I. Plan of Action

This action plan outlines specific, measurable strategies aimed at strengthening the professional capacity of school heads in key areas such as curriculum planning, teacher evaluation, instructional leadership, and stakeholder engagement. By equipping school heads with practical tools and targeted interventions, the plan will guide them toward becoming more effective in supporting their teachers and driving academic success.

Through this Plan of Action, school heads will gain the necessary skills to make data-driven decisions, foster collaborative learning environments, and maintain a culture of accountability and growth. By focusing on both short-term improvements and long-term goals, the plan seeks to create sustainable changes that will elevate the overall quality of education in schools.

Objective	Action Steps	Person Responsible	Timeline	Resources Needed	Monitoring and Evaluation
Enhance School Heads' Competency in Leadership and Pedagogy	<ul style="list-style-type: none"> - Conduct quarterly leadership training focused on instructional leadership, pedagogy, and curriculum planning. - Topics: Managing classroom instruction, supporting teachers in content knowledge and pedagogy, facilitating effective lesson planning. - Organize peer mentoring programs for continuous improvement. 	DepEd District Office, PSDS, Principals and HTs	Quarterly (Q1, Q2, Q3, Q4)	Leadership training modules, expert facilitators	Pre- and post-training assessments, observation of leadership support to teachers
Improve School Heads' Skills in Teacher Evaluation and Support	<ul style="list-style-type: none"> - Implement training on teacher evaluation using RPMS. - Topics: Conducting classroom observations, providing developmental feedback, designing improvement plans based on evaluation results. - Conduct regular formative and summative teacher evaluations throughout the year. 	School Heads, DepEd District Supervisors	Q1: Initial evaluation training Q2-Q4: Ongoing evaluation	RPMS rubrics, observation tools	Quarterly evaluation reports, teacher improvement plans, feedback forms
Develop a Culture of Continuous Professional Development	<ul style="list-style-type: none"> - Establish a Professional Learning Community (PLC) framework for continuous teacher development. - Topics: Collaborative learning sessions, peer sharing, and reflective teaching practices. - Provide opportunities for school heads and teachers to attend professional development workshops, seminars, and online courses. 	School Heads, DepEd Learning Coordinators	Q1: PLC launch Monthly PLC meetings	PLC meeting templates, CPD resources	PLC meeting minutes, tracking of teacher participation in CPD activities
Promote Data-Driven Decision Making	<ul style="list-style-type: none"> - Provide training on using data systems (LIS and BEIS) to assess pupil progress and inform instructional strategies. - Topics: Analyzing pupil performance data, identifying trends, and using data to adjust lesson planning and interventions. - Use quarterly data reviews to adjust instructional strategies based on pupil outcomes. 	DepEd Data Analysts, School Heads, ICT Coordinators	Q1: Data training Quarterly data reviews	Access to LIS, BEIS, data tools	Data-driven instructional decisions tracked, pupil progress reports
Foster Stronger Relationships with Stakeholders	<ul style="list-style-type: none"> - Conduct stakeholder engagement training to enhance communication with teachers, parents, and the community. - Topics: Building effective communication 	School Heads, PTAs, Barangay Leaders	Q1: Communication training Quarterly stakeholder forums	Communication materials, stakeholder feedback tools	Parent and community feedback surveys, participation in school events,

	channels, organizing community engagement forums, involving parents in the educational process. - Organize quarterly parent-teacher forums and community meetings to foster collaboration and discuss school progress.				communication logs
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CONCLUSIONS

The study revealed that school heads predominantly exhibited transformational and democratic leadership styles, which positively influenced teacher motivation and collaboration. However, authoritarian leadership had a significant negative impact on teachers' professional performance, emphasizing the need for supportive and participative leadership approaches. While teachers demonstrated competence, particularly in managing diverse learners, areas such as curriculum planning and assessment required further development.

Pupils' academic performance in mathematics VI was found to be satisfactory, yet the weak correlation between teacher performance and student achievement suggested that external factors played a role in academic outcomes. No significant associations were found between school heads' leadership styles and their demographic profiles, indicating that leadership approaches were independent of age, sex, educational attainment, and experience.

The study further established that school heads' leadership styles had varying degrees of influence on teachers' professional performance, with authoritarian leadership exerting the strongest negative effect. The relationship between teachers' performance and pupils' academic achievement was weak, with curriculum planning showing the most notable correlation.

These findings highlight the necessity for a structured intervention program that fosters leadership development, enhances teacher training, and implements pupil-centered strategies. A shift toward more adaptive and supportive leadership, coupled with targeted professional development and holistic educational interventions, is crucial to improving both teacher effectiveness and student learning outcomes.

RECOMMENDATIONS

To enhance leadership effectiveness, teacher performance, and student achievement, the study recommends several key strategies. First, school heads should undergo regular leadership development programs, focusing on transformational and democratic styles while minimizing authoritarian tendencies. Peer mentoring and adaptive leadership training should also be encouraged. For teachers, providing scholarships and tuition assistance for advanced degrees, alongside targeted training in curriculum planning, lesson design, and assessment, would address identified weaknesses and foster professional growth. Teachers should also be encouraged to adopt learner-centered, differentiated instruction and participate in collaborative lesson planning and peer observations. Additionally, remedial programs and after-school tutoring for struggling pupils, coupled with enrichment activities for high achievers, should be implemented to improve pupil performance, particularly in Mathematics VI. Strengthening school-community partnerships through increased parental involvement and collaborative programs with local organizations would further support pupil development. Finally, a robust monitoring and evaluation system should be established to assess the impact of interventions, ensuring sustainability and continuous improvement in the educational environment.

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